

PBS Indiana Model Site Selection Rubric

	Not Evident	Emerging	Evident	Strong
Professional Development	<p>Some staff may have received some PBS-related PD (PBS, classroom management, cultural responsiveness, etc.), but not as part of an overall school plan.</p> <p>Strategies learned by staff not implemented or implemented without fidelity.</p> <p>School visuals not specifically related to PBS.</p> <p>Lack of respectful school climate.</p>	<p>Some staff has participated in some PBS-related PD (PBS, classroom management, cultural responsiveness, etc.).</p> <p>Some teachers are implementing PD activities within their classrooms, but not consistently across settings.</p> <p>Reminders and motivators are visible in some areas of school.</p> <p>General climate of respect in school.</p>	<p>All staff has attended some PBS-related PD (PBS, classroom management, cultural responsiveness, etc.).</p> <p>Evidence of PD participation is observable in the whole-school setting, as well as in some individual classrooms.</p> <p>Reminders and motivators are visible in key areas of school.</p> <p>Overall climate of mutual respect; staff uses caring voices.</p>	<p>Most staff has attended substantial PBS-related PD (PBS, classroom management, cultural responsiveness, etc.).</p> <p>Evidence of PD participation is observable in the whole-school setting, as well as majority of individual classrooms.</p> <p>Reminders and motivators are visible in key areas of school, including individual classrooms.</p> <p>There is a pervasive climate of mutual respect in all school settings.</p>
Leadership	<p>There is no district or building level leadership team in place.</p> <p>There may be a plan for creating these teams, but the goals and activities cannot be articulated clearly.</p> <p>Process is not related to student outcomes.</p> <p>There is no discussion of disproportionality or disparity issues.</p>	<p>There is a plan for creating a district and/or building level leadership team.</p> <p>The goals and activities can be articulated and are related to student outcomes, but are not yet formalized.</p> <p>Leadership is not aware of whether or not there are issues related to disproportionality or disparity.</p>	<p>There is an established district and building level leadership team with goals related to some student outcomes.</p> <p>The goals and activities are practiced by majority of staff.</p> <p>There is a clear plan for how to bring additional staff members “on board.”</p> <p>Where there are issues of disproportionality or disparity, district leadership has made a commitment to address it.</p>	<p>There is an established district and building level leadership team with specific goals and activities directly related to student outcomes.</p> <p>Goals and activities are practiced by majority of district and building level staff.</p> <p>The team has a shared vision and mission with all stakeholders.</p> <p>District leadership is proactive in addressing issues related to disproportionality or disparity.</p>
Student Outcomes	<p>Student data is collected, but without an overall purpose or plan of use.</p> <p>The data may have questionable validity.</p> <p>Student discipline is not adequately monitored to determine increases or improvements in office referrals, suspensions, and expulsions.</p> <p>Changes in discipline cannot be attributed to any programs.</p>	<p>Data collection is done but not through a system.</p> <p>Use of data is sporadic in terms of impacting decisions.</p> <p>Student discipline may be improving, but cannot be directly related to PBS initiatives.</p> <p>The school is aware of these weaknesses and has a plan (whether formal or informal) for improving these areas.</p>	<p>There is a district database in place.</p> <p>Data is reviewed regularly and used to guide PBS activities and decisions.</p> <p>Data review includes determination of disproportionality.</p> <p>Student office referrals, suspensions, and expulsions have decreased as a result of PBS.</p>	<p>Use of the district database is embedded in guiding school wide decisions.</p> <p>Data is reviewed longitudinally to monitor trends and develop program support as needed.</p> <p>Data review includes determination of disproportionality.</p> <p>Student office referrals, suspensions, and expulsions have decreased as a result of PBS.</p>
Family/ Community Engagement	<p>Parents and community members feel disenfranchised, uninformed, and/or victimized by the school.</p>	<p>Parents and community members have a general understanding of the goals of the school.</p> <p>Parents and community members are invited to some activities, but not on a regular or consistent basis.</p> <p>Attendance generally relates more to events vs. ongoing involvement.</p> <p>The school is aware of these weaknesses and has a plan (whether formal or informal) for improving these areas.</p>	<p>Most parents and community members understand and support goals of the school.</p> <p>School-based activities involve parents and community members on a regular and consistent basis.</p> <p>Parents and community members are active partners in the school and accurately reflect the diversity of the community.</p>	<p>Parents and community members are involved in creating the goals for the school.</p> <p>School-based activities area created using parent and community input.</p> <p>Parents and community members are active partners in the school, serving in leadership roles where appropriate, and accurately reflect the diversity of the community.</p>

